

# COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM

## RESOURCES PACKET



### DIVISION OF FEDERAL PROGRAM RESOURCES

<b>Application Packet Available:</b>	November 5, 2001
<b>New Projects Funding Period:</b>	July 1, 2002-September 30, 2003
<b>Application Submission Deadline:</b>	March 1, 2002
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# Comprehensive School Reform Demonstration Program

Kentucky Department of Education  
Division of Federal Program Resources

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## TABLE OF CONTENTS

General Information .....	3
Rubric for Selecting a Model for CSRD Program .....	7
Process and Timeline for Developing a CSRD Program .....	12
Individual Reviewer Form .....	16
Technical Assistance .....	30
Frequently Asked Questions .....	32
Web Resources .....	37

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# **GENERAL INFORMATION**

## GENERAL INFORMATION

### Overview and Purpose

The CSRD program provides financial incentives for Title I schools identified as being in the greatest need of improvement and need to substantially improve student achievement. The purpose of CSRD funds is to implement comprehensive school reform programs that are based on reliable research and effective practices, and include an emphasis on basic academics and parent involvement. These programs are intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Thus to be considered comprehensive, a program must integrate, in a comprehensive manner, nine specific components listed in the legislation. Through supporting comprehensive school reform, the program aims to enable all children in the schools served, particularly low-achieving children, to meet challenging State content and student performance standards.

### Model/Program

A **model** is a commercially or locally designed research-based unit that may address some or all of the nine components described in the CSRD legislation. A school must be selective in determining which model(s) will effectively meet its specific needs.

A comprehensive school reform **program** is one that integrates, in a coherent manner, all nine components in the CSRD legislation. Each school reviews its consolidated plan and the latest data from the state assessment to determine its unique strengths and weaknesses. Based on this determination, the school designs a program that includes a model or models and additional initiatives developed/adopted/implemented to address all nine components.

### Legislative Components

The following nine components are specified in the legislation and must be addressed in a comprehensive manner in the school's CSRD Program.

- 1.) **Effective, research-based methods and strategies:** A comprehensive school reform program employs innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.
- 2.) **Comprehensive design with aligned components:** The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students – including children with disabilities – to meet challenging State content and performance standards and addresses needs identified through a school needs assessment.
- 3.) **Professional development:** The program provides high-quality and continuous teacher and staff professional development and training.
- 4.) **Measurable goals and benchmarks:** A comprehensive school reform program has measurable goals for student performance tied to the State's challenging content and student performance standards, as those standards are implemented, and benchmarks for meeting the goals.
- 5.) **Support within the school:** The program is supported by school faculty, administrators, and staff.

6.) **Parental and community involvement:** The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.

7.) **External technical support and assistance:** A comprehensive reform program utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.

8.) **Evaluation strategies:** The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.

9.) **Coordination of resources:** The program identifies how other resources (Federal, State, local and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

### **Funding**

Kentucky's funding for the 2002-03 CSRD Program is \$3,929,620. Title I provides 100% of the funds.

Beginning in 2002-03 a minimum of 19 schools will be awarded a grant through their school district. Grant amounts will vary from a minimum of \$55,000 to a maximum of \$100,000 per school year. The variance is contingent upon whether a school is implementing new reform initiatives or sustaining current reform initiatives. Depending on the availability of future Congressional appropriations, a school may receive CSRD support through its LEA for three years. An initial award to a district for a particular school will be renewable for two additional years as long as the school shows that it has made substantial progress toward meeting the objectives of its application.

### **Selection Process**

Grants will be awarded on a competitive basis. The selection will be based on the need for reform and the quality of the program. Thus, applicants must clearly address items under **Need for Reform** and **Program Description** sections of the instructions for completing the CSRD application. Also, applicants are encouraged to use information from the *Individual Reviewer Form* and *Process and Timeline for Developing a CSRD Program*. Applications will be reviewed by a broad-based, representative committee coordinated by an independent agency to determine the content quality of the proposal. The *Individual Reviewer Form* will be available on the KDE web site so that schools may use it to ensure development of a quality program and application. Awards will be made by April 1, 2002.

### **Deadline**

All applications must be received at the address below by 4:00 p.m., EST, on Friday, March 1, 2002. Applications may be hand delivered, but postmark dates will not be accepted. Applications received after the specified time listed above will not be considered. Applications by fax or e-mail will not be accepted.

Submit one original with required original signatures and three copies to :

Deborah Hicks  
Kentucky Department of Education  
Division of Program Resources  
Capital Plaza Tower, 8<sup>th</sup> Floor  
500 Mero Street  
Frankfort, KY 40601

### **Rubric for Selecting A Model for CSRD Program**

This document is provided to assist schools as they research and select a model, communicate with the developer and staffs that may have implemented a model, and visit a model site. Schools should add questions that will enhance their knowledge of the model.

### **Process and Timeline for Developing a CSRD Program**

This document is provided to assist schools as they develop a comprehensive reform program. Schools are not required to follow this process, but these steps will be helpful to ensure that the nine CSRD components are addressed.

### **Individual Reviewer Form**

This document is provided to assist schools as they review their completed CSRD Program application. The *Individual Reviewer Form* will be used by grant reviewers to score CSRD Program applications submitted to the Kentucky Department of Education. Schools may choose to score their applications prior to submitting them to ensure that all items on the application are addressed.

# **RUBRIC FOR SELECTING A MODEL FOR CSRD PROGRAM**

## RUBRIC FOR SELECTING A MODEL FOR: COMPREHENSIVE SCHOOL REFORM DEMONSTRATION (CSRD) PROGRAM

As a school reviews models for the CSRD grant it may use the following assessment tool to ensure that the model(s) meets the school's needs and addresses the CSRD program components.

Name of Model: \_\_\_\_\_ Name of Developer: \_\_\_\_\_

Staff Members completing the rubric: \_\_\_\_\_

INDICATOR	SCALE		
Research-Based & Effective Methods	Most Rigorous	Somewhat Rigorous	No Evidence
Does the model...	<ul style="list-style-type: none"> <li>• provide references and research data that explain the theory behind the design.</li> <li>• provide the reason why the model improves student achievement</li> <li>• show reliable student achievement gains based on pre and post data.</li> <li>• show reliable student achievement gains using experimental &amp; control groups.</li> <li>• show sustained student achievement gain in core areas for more than two years.</li> <li>• confirm student achievement gains through a third-party, independent evaluation.</li> <li>• confirm full implementation in multiple sites for more than 3 years.</li> <li>• show successful replication in a school with similar characteristics as our school (same grade levels, size, poverty rate, setting, racial make-up)</li> <li>• list costs to implement the model and include the price for materials, staff development, additional personnel, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• provide limited research data</li> <li>• provide limited information on model improving student achievement</li> <li>• show student achievement gains with limited data</li> <li>• show student achievement gains for a limited number of schools.</li> <li>• show student achievement gain in core areas for one or two years.</li> <li>• confirm student achievement gains through a state, district, or school evaluation team.</li> <li>• confirm implementation in the original pilot site for a minimum of one school year.</li> <li>• show successful replication in a limited number of schools.</li> <li>• list cost for some areas of implementation.</li> </ul>	



<b>Aligned Components</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does the model ...	<ul style="list-style-type: none"> <li>• support all KY core content for assessment, academic expectations, &amp; program of studies.</li> <li>• support our school's shared beliefs and mission.</li> <li>• address the school's problems based on the priority needs (considering root causes and contributing factors).</li> <li>• align with our school's curriculum and instruction.</li> <li>• address the nine components of the Comprehensive School Reform Demonstration program.</li> </ul>	<ul style="list-style-type: none"> <li>• support the majority of KY core content for assessment, academic expectations, &amp; program of studies.</li> <li>• limited support of beliefs.</li> <li>• address student needs and, at least three elements of the teaching &amp; learning system, curriculum, instruction, &amp; assessment.</li> <li>• limited curriculum alignment.</li> <li>• address some, but not all, of the nine components.</li> </ul>	
<b>Professional Development</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
	<ul style="list-style-type: none"> <li>• build capacity for continuous support for school improvement.</li> <li>• provide ongoing, continuous professional development activities after implementation.</li> <li>• provide staff time during the day for collaborative planning, peer observation-reflection, &amp; lesson development.</li> <li>• provide professional development for all staff members and an onsite trained facilitator (principal, lead teacher, etc.) to support staff in program implementation.</li> <li>• provide teachers continuous support to use research-based teaching strategies that demonstrate high expectations for all students.</li> <li>• base priorities on careful analyses of multiple sources of school-level data as well as disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>• build limited capacity for continuous support for school improvement.</li> <li>• provide limited opportunities for professional development activities beyond implementation.</li> <li>• provide staff time during the day for collaborative planning and lesson development.</li> <li>• provide professional development for some of the staff and for a trained (not onsite) facilitator to support staff in program implementation.</li> <li>• make teachers aware of research-based teaching strategies that demonstrate high expectations for all students.</li> <li>• base priorities on careful analyses of a limited number of school-level data sources.</li> </ul>	

<b>Professional Development</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does professional development including in the model...	<ul style="list-style-type: none"> <li>• address diversity by providing on-going training related to the knowledge, skills, and behavior necessary to ensure that an equitable quality education is provided to all students.</li> <li>• build capacity to develop and implement school and classroom-based management which maximize student learning.</li> <li>• allow for shared costs of professional development and other support with neighboring schools</li> </ul>	<ul style="list-style-type: none"> <li>• address diversity by providing an awareness training related to the knowledge, skills, and behavior necessary to ensure that an equitable quality education is provided to all students.</li> <li>• increase staff's understanding of how the classroom-based management environment is related to student learning.</li> <li>• allow for some shared costs of professional development but other support.</li> </ul>	
<b>Measurable Performance Goals</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does model...	<ul style="list-style-type: none"> <li>• establish measurable performance goals</li> <li>• link directly to KY core content for assessment, academic expectations, and program of studies.</li> <li>• match with the state's biennial accountability formula.</li> </ul>	<ul style="list-style-type: none"> <li>• establish weak goals somewhat related to performance.</li> <li>• relate to KY core content for assessment, academic expectations, and program of studies.</li> <li>• have less rigid performance goals than the state's biennial accountability formula.</li> </ul>	
<b>Support Within the School</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does model require...	<ul style="list-style-type: none"> <li>• eighty percent of staff committed to implementing a school reform program with school council approval.</li> </ul>	<ul style="list-style-type: none"> <li>• sixty to seventy-nine percent of staff committed to implementing a school reform program with school council approval.</li> </ul>	
<b>Parent Involvement &amp; Community Engagement</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does model...	<ul style="list-style-type: none"> <li>• support parents &amp; community members as equal partners in planning and carrying out learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• inform parents and community members of learning activities and of ways they can contribute.</li> </ul>	
<b>External Technical Assistance &amp; Support</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>No Evidence</b>
Does model developer ...	<ul style="list-style-type: none"> <li>• have capacity for training and support when serving our school</li> <li>• provide on site assistance that meets the needs of our school</li> </ul>	<ul style="list-style-type: none"> <li>• have limited training and support</li> <li>• provide assistance that addresses some of school's needs</li> </ul>	

Evaluation	Most Rigorous	Somewhat Rigorous	No Evidence
Does model developer...	<ul style="list-style-type: none"> <li>• require a self-study consisting of staff/parent/student surveys, study groups, staff/parent/student interviews, and classroom observations.</li> <li>• clearly define implementation goals.</li> <li>• provide data at regular intervals so that, when compared to implementation goals, progress toward full implementation can be measured.</li> <li>• provide an annual review of student achievement based on the state assessment system.</li> <li>• provide information for program decisions based on regular/continuous feedback from external support.</li> </ul>	<ul style="list-style-type: none"> <li>• require a self-study consisting of staff/parent/student surveys and interviews.</li> <li>• vaguely define implementation goals.</li> <li>• provide some data relative to program implementation.</li> <li>• provide an annual review of student achievement based on a test other than the state assessment system.</li> <li>• provide information for program decisions based on random feedback from external support.</li> </ul>	

# **PROCESS AND TIMELINE FOR DEVELOPING A CSRD PROGRAM**

## **Process and Timeline for Developing A:**

### **Comprehensive School Reform Demonstration (CSRD) Program**

**Directions:** A process is outlined below for schools to follow when developing a comprehensive reform program. Schools are not required to follow this process, but these steps will be helpful to ensure that the nine Comprehensive School Reform Demonstration (CSRD) components are integrated into the program. Also, a timeline is provided to help establish benchmarks for completing and submitting the CSRD application by March 1, 2002.

#### **Process**

##### **Needs Assessment**

1. Analyze the most recent academic school data, including CATS Cycle 2002 assessment results. Compare the recent data to the needs assessment conducted as a part of consolidated plan. Compare to the Standards and Indicators for School Improvement document or the school audit/review. Revise root causes and contributing factors as needed based on the new data. Share summary of needs assessment with school staff and school council.
2. List current initiatives in the school that will help to address the root causes/contributing factors. Some of the initiatives may need to be evaluated and modified based on the new data.

##### **Research Educational Models**

1. Form study groups to research educational models that will address root causes that are not addressed or are unsuccessfully addressed. Allow the needs assessment data and defining characteristics of the school to guide the selection of the model.
2. As educational models are considered, carefully complete the *Rubric for Selecting a Model for Comprehensive School Reform Demonstration Program*.

##### **Faculty/Council Buy-In**

1. Once a model has been determined to be the best “match” for the school, faculty buy-in and school council support must occur.

##### **Addressing the Nine CSRD Components**

1. Review the nine components in the CSRD legislation and describe how the implementation of the model(s) will address each component.
2. Identify which components are not addressed by the model(s).
3. Identify any existing school-level initiative (e.g. parent involvement) that successfully addresses some of the nine components.
4. Identify initiatives that will need to be added so that all nine components are integrated into the program.
5. Compare the school-level initiatives and the selected model(s) to each of the nine components to determine whether the CSRD requirements are met.

##### **Completing the CSRD Application**

1. Identify other resources (state, federal, local, private) in addition to CSRD funding that will be used to implement and sustain the comprehensive reform program.
2. Address how the program will be sustained after the grant period lapses.
3. Complete the CSRD application to apply for funding to help implement the program.
4. Carefully follow the instructions outlined for the completion of the CSRD application.

## Timeline

### November 2001

Eligible schools will receive an application packet for Comprehensive School Reform Demonstration (CSRD) Program funds.

Date to be completed	√ when completed	Activities to be completed
_____	_____	Schools should:
_____	_____	• review <i>CSRD General Information</i> and <i>CSRD Questions and Answers</i> from packet with staff and school council
_____	_____	• determine staff and school council buy-in to apply for CSRD funds
_____	_____	• analyze the most recent academic school data, including SISI audit/review
_____	_____	• compare data to consolidated plan needs assessment
_____	_____	• revise root causes and contributing factors as needed
_____	_____	• share data and revisions with school staff and school council
_____	_____	• evaluate current initiatives and modify as needed based on new data
_____	_____	• make initial contact with external support personnel (e.g. highly skilled educator, regional service center consultant, AEL staff, and/or higher education personnel)

### November 2001

Eligible schools will receive information regarding technical assistance training and are encouraged to bring a three member team. District Title I Coordinators and Highly Skilled Educators assigned to the schools will also be invited to attend. The two day training will be held to assist schools in selecting models that meet their needs and developing a comprehensive program.

Date to be completed	√ when completed	Activities to be completed
_____	_____	School should:
_____	_____	• have a three member team attend technical assistance two day training
_____	_____	• form study groups to research educational models
_____	_____	• complete <i>Rubric for Selecting a Model for CSRD Program</i> for each model being considered
_____	_____	• study groups report to staff and school council about models they have reviewed
_____	_____	• determine the model(s) that is the best “match” for the school
_____	_____	• determine staff and school buy-in for the selected model(s)
_____	_____	• continue consultation with external support

### November/December 2001

Date to be completed	√ when completed	Activities to be completed
_____	_____	School should:
_____	_____	<ul style="list-style-type: none"><li>• determine which of the nine components in CSRD are not addressed by the model(s)</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• identify existing school-level initiatives that addresses some or all of the nine components</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• identify initiatives that will need to be added so that all nine components are integrated into the program design</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• compare the school-level initiatives and the selected model(s) to the nine components to determine whether the CSRD requirements are met</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• continue consultation with external support</li></ul>

### January/February 2002

Eligible schools will receive information regarding technical assistance training and are encouraged to bring a three member team. District Title I Coordinators and Highly Skilled Educators assigned to the schools will also be invited to attend. The two-day training will be held to assist schools in completing their comprehensive school reform program design and provide a peer review of the schools' applications.

Date to be completed	√ when completed	Activities to be completed
_____	_____	School should:
_____	_____	<ul style="list-style-type: none"><li>• have a three member team attend technical assistance two day training</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• continue consultation with external support</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• identify other state, federal, local and private resources that will be used to implement and sustain the program</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• determine how the program will be sustained after the grant period lapses</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• complete the CSRD application following the instructions in the <i>CSRD application packet</i></li></ul>
_____	_____	<ul style="list-style-type: none"><li>• have a peer review of the CSRD application using the <i>Individual Reviewer Form</i></li></ul>
_____	_____	<ul style="list-style-type: none"><li>• revise the application as needed</li></ul>
_____	_____	<ul style="list-style-type: none"><li>• submit to the district office for completion and submission to KDE</li></ul>

### **By March 1, 2002**

District submits schools' CSRD applications to KDE. The instructions for submitting the applications may be found in the application packet.

# **INDIVIDUAL REVIEWER FORM**



**COMPREHENSIVE SCHOOL REFORM DEMONSTRATION  
PROGRAM**

**KENTUCKY DEPARTMENT OF EDUCATION  
DIVISION OF PROGRAM RESOURCES**

**INDIVIDUAL REVIEWER FORM**

School: \_\_\_\_\_

Grade Span: \_\_\_\_\_

District: \_\_\_\_\_

Region: \_\_\_\_\_

SECTIONS	POINTS ASSIGNED
I. District Support (15 points)	
II. Need for Reform (15 points)	
III. Program Description	
a. effective, research-based methods (20 points)	
b. comprehensive design with aligned components (20 points)	
c. professional development (10 points)	
d. measurable goals and benchmarks (10 points)	
e. support within school (10 points)	
f. parental and community involvement (10 points)	
g. external technical support (10 points)	
h. evaluation strategies (10 points)	
i. coordination of resources (10 points)	
IV. Budget (10 points)	
<b>TOTAL (150 possible)</b>	

**Note:** Any application failing to address a section (receiving a score of zero) will not be considered for funding.

Overall strengths of the application:

Overall weaknesses of the application:

Reviewer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

17

**District Support Narrative (15 possible points)**

MINIMAL 1-5	LIMITED 6-11	EXTENSIVE 12-15
<p>Fails to make clear what district personnel were involved in the grant application process and what assistance was provided.</p> <p>Does not make clear if the district will provide support to the school implementing a comprehensive school reform program.</p> <p>Provides unclear information of whether the district will provide technical assistance to the school implementing a comprehensive school reform program.</p> <p>Gives only minimal information on how the district will evaluate the implementation and improvement efforts of the school.</p>	<p>States that district personnel were involved in the grant application process, but to what extent is uncertain.</p> <p>Gives a brief description of how the district will provide limited support to the school implementing a comprehensive school reform program.</p> <p>Briefly describes how the district will provide limited technical assistance to the school implementing a comprehensive school reform program.</p> <p>Gives a brief description of how the district will evaluate the school's implementation and improvement efforts but it is not continuous throughout the three years.</p>	<p>Clearly specifies that district personnel were involved in the grant application process and what their roles were.</p> <p>Gives detailed description of how the district will provide support to the school implementing a comprehensive school reform program for the next three years.</p> <p>Specifically describes how the district will provide technical assistance to the school implementing a comprehensive school reform program for the next three years.</p> <p>Provides a specific description detailing how the district will evaluate the implementation of the school's comprehensive program and on-going school improvement efforts.</p>

**Comments**

Strengths:

Weaknesses:

awarded \_\_\_\_\_

Points

**Need for Reform (15 possible points)**

MINIMAL 1-5	LIMITED 6-11	EXTENSIVE 12-15
Data analysis is incomplete or underdeveloped and does not support a need for reform.	Limited analysis of the data and few connections to need for reform.	Detailed analysis of the data indicating the school's need for reform.
Description of non-cognitive data is incomplete or underdeveloped and does not indicate how it contributes to low student achievement.	Limited description and analysis of non-cognitive data with few connections linking it to low student achievement.	Specific description of non-cognitive data and a detailed analysis of how it contributes to low student achievement.
Data analysis which indicates causes and contributing factors to low student achievement is unclear, incomplete or underdeveloped. No alignment with SISI document.	Limited description of causes and contributing factors with few connections to low student achievement, need for reform and/or SISI document.	Analytic description of causes and contributing factors to low student achievement, need for schoolwide reform and/or SISI document.

**Comments**

Strengths:

Weaknesses:

Points awarded

**Program Description School Narrative**

**a. Effective, Research-Based Methods. (20 possible points)**

Describes the model to be included in school's CSRD program

MINIMAL 1-6 POINTS	LIMITED 7-13 POINTS	EXTENSIVE 14-20 POINTS
Model identified has only minimal research base and does not align with all of the school's needs.	Identifies a proven model/s, but does not fully describe its alignment to all of the school's needs.	<b>Identifies proven model/s and shows strong correlation to school's needs.</b>
Does not demonstrate that the model/s effectively addresses all CSRD components.	Says that the model/s address CSRD components, but provides only limited details.	Demonstrates that the model/s effectively addresses all CSRD components.
Provides little evidence that the model/s have the capacity to impact student learning, teaching and school management.	Gives evidence that the model can impact student learning, teaching and school management.	Thoroughly explains how the model/s will integrate proven strategies and methods to improve student learning, teaching and school management.
States only that model/s were selected, but does not describe the process.	Identifies the process used to select the model/s, but provides little information about staff involvement.	Identifies the process used to select the model/s (describes the instrument if the <u>Rubric for Selecting a Model</u> was not used) and shows staff support for the choice.

**Comments**

Strengths:

Weaknesses:

Points awarded: \_\_\_\_\_

**b. Comprehensive Design with Aligned Components (20 possible points)**

Describes the school's comprehensive reform program which includes instruction, assessment, classroom management and school management.

MINIMAL 1-6 POINTS	LIMITED 7-13 POINTS	EXTENSIVE 14-20 POINTS
<p><b>Does not make a clear connection between the goals of the comprehensive program and its ability to effect school reform.</b></p> <p>Fails to show that alignment of all components will be accomplished through the comprehensive reform program.</p> <p>Does not use the school's consolidated plan as a basis for determining the program or showing the alignment of all components.</p>	<p><b>Relates only some of the goals of the comprehensive program to the school's reform needs.</b></p> <p>Aligns only some of the components (curriculum, assessment, technology, and professional development) into the reform effort.</p> <p>Addresses the school's consolidated plan, but does not use it to show how standards will be met.</p>	<p><b>Clearly relates the goals of the comprehensive program to the reform needs that have been identified for the school.</b></p> <p><b>Shows alignment of the school's curriculum, assessment, technology, and professional development into a cohesive reform effort.</b></p> <p>Demonstrates that the reform can build on the school's consolidated plan to enable all students to meet challenging state content and performance standards.</p>

**Comments**

Strengths:

Weaknesses:

Points assigned:

c. Professional Development (10 possible points)

Describes professional development that is required for implementation of the CSRD program.

MINIMAL 1-3 POINTS	LIMITED 4-7 POINTS	EXTENSIVE 8-10 POINTS
Describes professional development that is not directly related to implementation of the comprehensive reform program.	Describes professional development related to implementation of the comprehensive reform program, but insufficient to meet the goal.	Specifically describes the professional development required for implementation of the comprehensive reform program.
Provides a timeline insufficient for achieving the needed professional development results.	Provides a timeline, but does not include details about content or assign responsibilities.	Provides a detailed timeline for professional development with <b>assigned duties</b> .
Makes minimal connection between professional development and comprehensive reform program.	Aligns professional development with comprehensive reform program, but does not show it as long-term and intensive.	Identifies professional development that is long-term, intensive and results-based.
Include only participation as a means of assessing the effectiveness of professional development.	Assesses professional development primarily on the basis of participation and satisfaction.	Provides for assessment of professional development and identification of changes in teacher effectiveness.

**Comments**

Strengths:

Weaknesses:

Points assigned:

**d. Measurable Goals and Benchmarks (10 possible points)**

Discusses how the school will monitor goals and benchmarks to evaluate the implementation of the CSRD program.

MINIMAL 1-3	LIMITED 4-7	EXTENSIVE 8-10
Goals are not related to student performance.	Relationship of goals to student performance is not clearly stated.	Describes specific goals for student performance and program implementation.
Identification of what the benchmarks are and/or how frequently they will be monitored is unclear.	Gives limited evidence of benchmarks and how they will be used to monitor implementation goals.	There is a specific description of benchmarks and a timeline of how the school will monitor implementation of goals.
Use of benchmarking to modify the program goals is not clearly explained.	Provides limited evidence to link benchmark monitoring to modification of program goals.	Presents a specific description of how the monitoring information will be used for consistent program modification.

**Comments**

Strengths:

Weaknesses:

Points awarded

**e. Support within School (10 possible points)**

Describes how 80% of the school's staff and SBDM council approval was obtained for adoption of the model and implementation of the CSRD program.

MINIMAL 1-3	LIMITED 4-7	EXTENSIVE 8-10
Less than 50% of the faculty, administration and SBDM council support the adoption of the model and implementation of a CSRD program.  Process to determine staff support is not described.	50% to 80% of the faculty, administration and SBDM council support the adoption of the model and implementation of a CSRD program.  Process to determine staff support is addressed but not detailed.	80% or more of the faculty, administration and SBDM council support the adoption of the model and implementation of a CSRD program.  Process to determine staff support is detailed.

**Comments**

Strengths:



Weaknesses:

Points awarded

f. Parental and Community Involvement **(10 possible points)**  
Describes parental and community involvement.

MINIMAL 1-3 Points	LIMITED 4-7 Points	EXTENSIVE 8-10 Points
Has a minimal description of parent involvement in either planning or implementing the reform program but not both. There are no references to parents being involved in a meaningful way.	Gives a limited description of parent involvement in either planning or implementing the reform program but not both. The references to parents being involved are very general.	Provides a specific description of how parents will be involved in a meaningful way with both planning and implementing the reform program.
Has a minimal description of community involvement in either planning or implementing the reform program but not both. There are no references to the community being involved in a meaningful way.	Gives a limited description of community involvement in either planning or implementing the reform program but not both. The references to the community being involved are very general.	Provides a specific description of how the community will be involved in a meaningful way with both planning and implementing the reform program.

**Comments**  
Strengths:

Weaknesses:

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Points assigned:

**g. External Technical Support (10 possible points)**  
Describes external technical support and assistance.

MINIMAL 1-3 Points	LIMITED 4-7 Points	EXTENSIVE 8-10 Points
States that the school has a plan to utilize external support and assistance, but the plan has no details. There is no quality evident in the support provided.	States that the school has a plan to utilize external support and assistance, but provides only limited details of the plan. The quality of the support is not clear.	Presents a specific plan to utilize a Highly Skilled Educator, regional service center consultants, external facilitators, site researchers, Kentucky Department of Education staff, the model developer and/or higher education personnel as support and assistance. High quality support is provided.
Providers of the technical support and assistance do not have experience or expertise in schoolwide reform.	Providers of the technical support and assistance have limited experience or expertise in schoolwide reform.	Providers of the technical support and assistance have extensive experience or expertise in schoolwide reform and improvement.

**Comments**

Strengths:

Weaknesses:

Points assigned:

\_\_\_\_\_

**h. Evaluation Strategies (10 possible points)**

Describes the process the school will use to evaluate the comprehensive school reform effort.

MINIMAL 1-3 Points	LIMITED 4-7 Points	EXTENSIVE 8-10 Points
Process for using benchmark data and student test data is incomplete.  Local indicators have not been designed for evaluating the implementation of the reform program.	Process for using benchmark data and student test data is very general with only a few details.  Local indicators are mentioned, but they have not been specifically designed for evaluating the implementation of the reform program.	Process for using benchmark data and student test data is very specific.  Specific local indicators have been designed for evaluating the implementation of the reform program.

**Comments**

Strengths:

Weaknesses:

Points assigned:

\_\_\_\_\_

**i. Coordination of Resources (10 possible points)**

Describes in a short narrative the use of funds indicated on the attached budget forms.

MINIMAL 1-3 Points	LIMITED 4-7 Points	EXTENSIVE 8-10 Points
Describes vaguely how funds will be redirected and used to support the comprehensive reform effort.	Describes generally how funds will be redirected and used to support the comprehensive reform effort.	Describes in detail how funds will be redirected from various sources and used to support the comprehensive reform effort.
Fails to make clear how the reform efforts will be sustained after the CSRD funds are no longer available.	States only in general terms how the reform efforts will be sustained after the CSRD funds are no longer available.	Specifies in detail how the reform efforts will be sustained when the CSRD funds are no longer available.

**Comments**

Strengths:

Weaknesses:

Points assigned:

\_\_\_\_\_

**Budget (10 possible points)**

MINIMAL 1-3 POINTS	LIMITED 4-7 POINTS	EXTENSIVE 8-10 POINTS
<p>Budget is missing significant information and/or not provided for the entire three-year grant cycle. MUNIS budget is not completed.</p> <p>Costs projected on budget are unrelated to implementation of comprehensive program.</p> <p>Costs of comprehensive program implementation are covered only by the CSRD grant.</p> <p>Budget is not aligned with narrative description of the comprehensive program.</p>	<p>Budget addresses most areas, but lacks some details on second and third year forms. MUNIS budget is partially completed.</p> <p>Costs projected for each year do not reflect realistic amounts for implementing comprehensive program.</p> <p>Only a few other sources provide support for comprehensive program implementation.</p> <p>Budget information aligns generally with the narrative description of the comprehensive program.</p>	<p><b>Contains complete budget information for each year of the three-year grant cycle and a first year MUNIS budget is completed.</b></p> <p>Costs projected for each year are reasonable within the context of the comprehensive program.</p> <p>Comprehensive program support from various sources is evident in the budget and indicates the sustainability of the effort.</p> <p>Budget information correlates with the narrative description of the comprehensive program.</p>

**Comments**

Strengths:

Weaknesses:

Points assigned:

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# **TECHNICAL ASSISTANCE**

# **COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM**

Kentucky Department of Education  
Division of Federal Program Resources

## **TECHNICAL ASSISTANCE**

Sessions will provide information on the application process, designing a CSRD program that includes all CSRD components, coordinating the CSRD program with state initiatives (i.e. Standards and Indicators for School Improvement, consolidated plan, student performance standards, etc.), selecting a research-based model to meet the school's needs and improve student achievement, and preparing a competitive application.

Schools are encouraged to bring a team to the sessions. At least one member of each school team must attend one 2-day session in November and one 2-day session in February. Sessions are held 8:30 a.m.-5:00 p.m. EST.

November 27-28, 2001	Louisville-Holiday Inn South
November 29-30, 2001	Lexington-Radisson Plaza
February 4-5, 2002	Louisville-Executive West
February 7-8, 2002	Lexington-Radisson Plaza

For further information contact:

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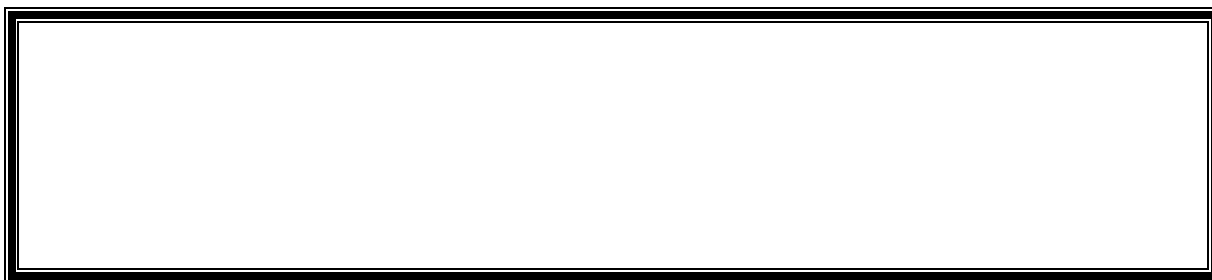
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# **FREQUENTLY ASKED QUESTIONS**



## Frequently Asked Questions

### Comprehensive School Reform Demonstration Program

These questions have been organized by common topics relating to the Comprehensive School Reform Demonstration Program. Refer to the US Department of Education *Guidance on the Comprehensive School Reform Demonstration Program* for additional information.

#### Introduction

**1. What is the purpose of the Comprehensive School Reform Demonstration program and how does CSRD fit into school reform?**

The CSRD program is intended to provide a grant for schools in need of improvement, particularly Title I schools, to engage in comprehensive reform to raise the achievement of children. Its purpose is to motivate schools to revamp their overall educational operation by implementing a comprehensive reform program. This includes possible curriculum changes, sustained professional development and enhanced parental involvement. The CSRD program is intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. CSRD funds alone are not intended to support the full implementation of a comprehensive reform program. A school engaging in a comprehensive school reform must coordinate all its resources—including federal, state, local and private sources—to support its reform effort.

**2. How does CSRD fit into consolidated planning and with other federal programs?**

As an incentive for school reform, the CSRD program should be coordinated with the activities/ strategies in the school's consolidated plan. However, new scores released in the fall may modify a school's direction. The CSRD legislation and federal programs are designed to support comprehensive education improvement strategies to enable all children to reach challenging academic standards. CSRD resources should be coordinated with and supplement other federal funds, as well as state, local and private resources, to leverage school improvement.

#### Model/Program

**3. What is the difference between a model and a program?**

A **model** is a commercially or locally designed research-based unit that may address some or all of the nine components described in the CSRD legislation. A school must be selective in determining which model(s) will effectively meet its specific needs.

A comprehensive school reform **program** is one that integrates, in a coherent manner, all nine components in the CSRD legislation. It is the interrelation of the components that makes a program truly comprehensive. Each school reviews its consolidated plan and the latest data from the state assessment to determine its unique strengths and weaknesses. Based on this determination, the school designs a program that includes a model or models and additional initiatives developed/adopted/implemented to address all nine components.

**4. What are the nine components that must be integrated into a comprehensive school reform program?**

The nine components are described in detail in the USDE Guidance. The components are--

(1) effective, research-based methods and strategies; (2) comprehensive design with aligned components; (3) professional development; (4) measurable goals and benchmarks; (5) support within the school; (6) parental and community involvement; (7) external technical support and assistance; (8) evaluation strategies; and (9) coordination of resources.

**5. Where can information about particular models be found?**

The Northwest Regional Educational Laboratory has developed a *Catalog of School Reform Models*. The catalog may be accessed through the AEL web site (<http://www.ael.org>). This web site also provides access to the US Department of Education Guidance and other helpful information on the CSRD program. Information about models not listed in the catalog may be accessed through individual web sites. The *Kentucky Results Based Practices Showcase* booklet also contains data about particular models. Information about school reform may also be found on the ASCD web site (<http://www.ascd.org>). The Title I portion of the Kentucky Department of Education home page ([www.kde.state.ky.us](http://www.kde.state.ky.us)) has links to several web sites which provide information about comprehensive reform.

**6. Are schools limited to adopting models listed in the legislation and in the Northwest**

**Regional Laboratory Catalog?**

The models referenced in the legislation and catalog are examples only. A comprehensive school reform program must employ innovative models and strategies and proven methods to improve teaching and learning. The CSRD legislation encourages schools to examine successful, externally developed models with proven evidence of effectiveness. Models must be based on reliable research and effective practices and must have been replicated successfully.

**7. What will assist schools in selecting model(s) that will meet their particular needs?**

The *Rubric for Selecting A Model for CSRD Program* will assist schools as they research and select model, communicate with the developer and staffs that have implemented a model and visit a model site. Schools should add questions which will enhance their knowledge of the model. The *Rubric* will be a part of the resource

packet that will be provided to eligible schools and Title I coordinators. The *Rubric* will also be available on the Kentucky Department of Education web site.

**8. What will assist schools in developing a program that is comprehensive and integrates the nine components?**

Two documents will be provided to assist schools as they develop a comprehensive reform program. The document *Process and Timeline for Developing a CSRD Program* contains steps and timeline for schools to follow when designing a comprehensive reform program. Schools are not required to follow this process, but these steps will be helpful to ensure that the nine CSRD components are integrated into the program. The document *Individual Reviewer Form* may be used to ensure a high-quality program that addresses the CSRD components. The documents will be a part of the application packet that will be provided to eligible schools and Title I coordinators in October. At that time, they will also be available on the Kentucky Department of Education web site.

**Timelines and Technical Assistance**

**9. What are the timelines or sequence for the CSRD application and implementation?**

⇒ Identification of eligible pool of applicants for new round	October 2001
⇒ Application packet available for eligible schools	October 2001
⇒ Technical assistance sessions for teams from eligible 2000 (2 days) and schools and district Title I coordinators (2 days)	November February 2002
⇒ Application due date	March 1, 2002
⇒ Notification of grant awards	April 1, 2002
⇒ First year of implementation for new grants	2002-2003
⇒ Second year of implementation for new grants	2003-2004
⇒ Third year of implementation for new grants	2004-2005

**10. What type of technical assistance will be provided for eligible schools and district Title I coordinators about CSRD?**

Technical assistance sessions will provide teams from eligible schools and district Title I coordinators with information about designing a comprehensive school reform program that integrates all nine components. Information about selecting appropriate models to meet needs will also be provided. Other related topics to assist schools with the CSRD application will be discussed. A two-day technical assistance session will be held in November, and a two-day session will be held in February. Information about the sessions will be mailed to eligible schools, district Title coordinators, superintendents, Highly Skilled Educators and Regional Service Center staffs.

**11. What is the role of Highly Skilled Educators in assisting their assigned schools with CSRD?**

The Highly Skilled Educators will assist their assigned schools with identifying appropriate models to address their needs and with developing a comprehensive school reform program that integrates all nine components. They will also assist the schools in completing the CSRD application. Some of the Highly Skilled Educators

will be presenting at the technical assistance sessions in November and February. The other Highly Skilled Educators will be invited to attend the sessions with their assigned schools.

**12. What is the role of the state and regional Title I staff in assisting eligible schools with CSRD?**

The state and regional Title I staff will assist schools without a Highly Skilled Educator with identifying appropriate models to address their needs and with developing a comprehensive school reform program that integrates all nine components. They will also assist the schools in completing the CSRD application. The regional Title I staff will also be presenting at the technical assistance sessions in November and February.

**13. For what length of time does a school receive funds?**

Depending on the availability of future Congressional appropriations, a school may receive CSRD support through its district for three years. An initial award to a district for a particular school will be renewable for two additional years as long as the school shows that it has made substantial progress toward meeting the objectives of its application. Grant amounts will vary from a minimum of \$55,000 to a maximum of \$100,000 per school year. The first year of implementation for new awards will be the 2002-2003 school year.

**Eligible Schools and Application for CSRD Funds**

**14. Which schools will be eligible to apply for CSRD funds?**

Based on the 2000-01 index of 54.6 or below on the CATS Accountability Cycle 2002, Title I eligible schools are able to apply for the CSRD funds. School applications are submitted by their district.

**15. May a school that had a CSRD grant for 1999-2002 funding period apply for the 2002-2005 CSRD funding period?**

If the school has an index of 54.6 or below on the CATS accountability Cycle 2002 and is eligible to receive Title I funds, the school may apply for the new round of CSRD grants.

**16. How will a school apply for CSRD funds?**

Applications will be made available to eligible schools and Title I coordinators after the release of the state assessment data. The application will be completed by both district and school level personnel. The application will be due to the Division of Program Resources (KDE) by 4:00 p.m., EST., on Thursday, March 1, 2002. Applications may be hand delivered, but postmark dates will **not** be accepted. Applications received after the specified time will **not** be considered. Applications by fax or e-mail will **not** be accepted.

**17. How will CSRD grants be awarded?**

Grants will be awarded to schools through their districts on a competitive basis. The selection will be based on the **need for reform** and the **quality of the program**. Applications will be reviewed by a broad-based, representative committee coordinated by an independent agency to determine the content quality of the

proposal. The *Individual Reviewer Form* will be used to select the schools to receive the grants. The *Individual Reviewer Form* will be provided to eligible schools and district Title I coordinators as a part of the resource packet in November. On November 5, 2001, the form will also be available on the KDE web site. Schools may use the form to ensure development of a quality program and application. Applications will be awarded to schools in different parts of the state, including urban and rural communities and to schools at different grade levels (elementary/middle/high school).

**18. What is the CSRD grant award amount?**

The award amounts will vary from \$55,000-\$100,000 contingent upon whether a school is implementing new reform initiatives or sustaining current reform initiatives. For example, a currently eligible school was awarded a grant for the 1999-2002 CSRD funding period and implemented a research-based model which was a part of the comprehensive reform program. The school has written a CSRD grant to expand the model into other grades and to continue with the same initiatives addressing the 9 components of the original CSRD program. The award amount will be less than \$100,000 because the school is sustaining reform initiatives and not implementing new reform initiatives.

**19. What is the advantage to an elementary, middle and high school “clustering” and all**

**three applying for a CSRD grant through their district?**

“Clustering” an elementary, middle and high school may strengthen their individual applications since they would be able to address issues related to transition and vertical, as well as horizontal, curriculum alignment. Each school must apply for the CSRD grant separately through the district. Each application will be judged based on the quality of the school’s comprehensive reform proposal and the need for reform.

**20. If several schools within a district join together to implement a particular model, must**

**each school selected for a CSRD grant receive an award of \$55,000?**

Each school selected for a CSRD grant must receive a minimum award of \$55,000. By grouping with other schools to select a particular model, schools may be able to attract the developer of the model at a lower cost. The staffs will also be able to network and share ideas as they implement a model. Each school must apply for the CSRD grant separately through the district. Each application will be judged based on the quality of the school’s comprehensive reform proposal and the need for reform.

**21. For what activities may a school use CSRD funds?**

If a school is awarded a grant, it may use CSRD funds to support the costs associated with the implementation of the comprehensive reform program that is has designed. Administrative costs cannot be charged to the CSRD budget. CSRD funds must be coordinated with other resources in order to implement and sustain the school’s effort to help all children reach challenging academic standards.

**Evaluation**

**22. How will a school’s comprehensive reform program be evaluated?**

The evaluation will include the measurement of student achievement and the on-going assessment of the implementation of the school’s comprehensive reform

program. Student achievement will be measured by the state assessment and accountability system. The implementation of the program will be evaluated by benchmarking timelines established with a site researcher from AEL and a school report compiled by AEL based on information collected from surveys and school observation measure (SOM ©).

# **WEB RESOURCES**



# Resources To Support Comprehensive School Reform



## Comprehensive School Reform Demonstration Program

**U.S. DEPARTMENT OF EDUCATION**

38

Many resources are available to support comprehensive school reform efforts. The resources, which are grouped by subject, are from a variety of sources and contain a URL where they can be found on-line.

#### Resources on Effective Use of Data

**North Central Regional Education Laboratory** *Comprehensive School Reform: Making Good Choices: A Guide for Schools and Districts* <http://www.ncrel.org/csri/tools/makegood.pdf>

**Northwest Regional Education Lab Comprehensive Center**

*Evaluating Whole-School Reform Efforts: A Guide for District and School Staff*  
<http://www.nwrac.org/pub/whole-school.htm>

**Mid-Continent Regional Education Lab** *Evaluating Successful An Evaluation Guide for Schools and Districts*  
<http://www.mcrel.org/products/csr-eval.asp>

**Maryland Department of Education**

*School Improvement in Maryland*  
<http://www.mde.org/index.html>

#### Lab for Student Success

*Achieving Student Success:*  
*An Interactive Online Tool Based on a Handbook of Widely Implemented Research-Based Education Reform Models*  
<http://www.refonnhandbook-LSS.org/>

**Ohio Department of Education**

*Reference Guide to Continuous Improvement Planning for Ohio School Districts*  
<http://schoolimprovement.ode.ohio.gov>

**MPR Associates**

*At Your Fingertips: Using Everyday Data to Improve Schools*  
[http://www.mprinc.com/html/resources/afy\\_brochure\\_main.htm](http://www.mprinc.com/html/resources/afy_brochure_main.htm)

#### Resources on Planning for Comprehensive School Reform

**WestEd Regional Education Laboratory** *Comprehensive School Reform: Research-Based Strategies to Achieve High Standards* <http://www.wested.org/>

**U.S. Department of Education**

*Implementing Schoolwide Programs: An Idea Book on Planning*  
[http://www.ed.gov/pubs/Idea\\_Planning/](http://www.ed.gov/pubs/Idea_Planning/)

**American Federation of Teachers**

*Seeing Progress: A Guide to Visiting Schools Using Promising Programs*  
<http://www.aft.org/edissues/lrsa/guide/change/seeing.htm>

**Lab for Student Success**

*State Applications for Comprehensive School Reform Funds*  
[http://www.temple.edu/LSS/csT\\_rfp.htm](http://www.temple.edu/LSS/csT_rfp.htm)

**U.S. Department of Education**

*Selected Profiles of Early State Implementation Efforts*  
<http://www.ed.gov/offices/OESE/comprecon/profiles.html>

#### Resources for Choosing Reform Models

**Northwest Regional Education Laboratory** *Catalog of School Reform Models*  
<http://www.nwrel.org/tgiscpd/natspec/catalog>

**American Institutes for Research**

*An Educators' Guide to Schoolwide Reform*

<http://www.aasa.org/Reform>

**Kentucky Department of Education** *Results-Based Practices Showcase* (1997-98) To order call (502) 564-3421

Thomas B. Fordham Foundation

*Better by Design? A Consumer's Guide to Schoolwide Reform* (by Jim Traub)

[http://www.edexcellence.net/library/bbd/better\\_by\\_design.html](http://www.edexcellence.net/library/bbd/better_by_design.html)

39

**American Federation of Teachers**

*Improving Low-Performing High Schools: Ideas and Promising Programs for Low-Performing High Schools*  
<http://www.aft.org/edissues/downloads/lphs.pdf>

**U.S. Department of Education**

*CSRD Continuum of Evidence of Effectiveness* <http://www.ed.gov/offices/OESE/compreform/csrddgui.html#AB>

*Tools for Schools*

<http://www.ed.gov/pubs/ToolsforSchools/>

Resources on the State and District Role in Reform

**Consortium for Policy Research on Education (CPRE)**

*States and Districts and Comprehensive School*

*Reform*

<http://www.upenn.edu/gse/cpre/docs/pubs/rb24.pdf>

## New American Schools

Allan Odden *How to Create and Manage a Decentralized Education System*

<http://www.naschools.org/resource/howto/odden.pdf>

Resources on the Components of a

Comprehensive Reform Effort**u.s. Department of Education**

*CSRD program legislation and guidance*

<http://www.ed.gov/offices/OESE/compreform/csrddgui.html>

*Hope for Urban Education: A Study of Nine High-Performing, High-Poverty Urban Elementary Schools*

<http://www.ed.gov/pubs/urbanhope>

**National Clearinghouse on Comprehensive School Reform**

<http://www.goodschools.gwu.edu>

**Northwest Regional Education Laboratory** *Comprehensive School Reform Self-Assessment Tool for Schools*

<http://www.nwrel.org/csr/p/0012.pdf>

Resources on Allocating Time and Resources

Consortium for Policy Research in Education (CPRE)

Karen Hawley-Miles and Linda Darling-Hammond, *Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools*

<http://www.upenn.edu/gse/cpre/docs/pubs/pb-O3.pdf>

**North Central Regional Educational Laboratory (NCREL)**

*Professional Development: Staff Learning for Student Results*

<http://www.ncrel.org/pd>

## New American Schools

Allan Odden *How to Rethink School Budgets to Support School Transformation*

<http://www.naschools.org/resource/howto/oddenbud.pdf>

**u.s. Department of Education**

*Prisoners of Time*

<http://www.ed.gov/uubs/PrisonersOfTime/>

Resources on District Support for

Comprehensive Reform

RAND

*Lessons from New American Schools' Scale-Up Phase* <http://www.rand.org/publications/MR942/MR942.pdf>

**Northwest Regional Education Laboratory** *Implementing School Reform Models: The Clover Park Experience*

<http://www.nwrel.org/csrdp/cloverl.html>

Resources on Arrangements with Model Developers

**u.s. Department of Education**

*Guide to Working with Model Providers* <http://www.ed.gov/offices/compreform/whatsnew.htm>

**Education Commission of the States** *Comprehensive School Reform: Criteria and Questions Selecting School Reform Models* <http://www.ecs.org/>

40